

## Survey of Nursing Educators in Washington State



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## Acknowledgments

The Washington Center for Nursing wishes to acknowledge the contribution of the Oregon Center for Nursing in providing the Oregon Survey of Nurse Educators as a basis for developing this survey.

The collaboration and contribution on the Council on Nursing Education in Washington State. Their involvement resulted in the very high percentage of Washington nurse educators who took the time to answer this survey, which has resulted in data that are very useful, and WCN thanks them.

To Mary Baroni, PhD, RN, of the University of Washington Bothell, who provided a sub-analysis of the data in response to feedback of preliminary data. This sub-analysis revealed differences between educators in various types of education programs and between those who had permanent full-time positions and those with temporary or part-time positions.

## **Accreditation and Washington's Nursing Programs**

The Washington Nursing Care Quality Assurance Commission (NCQAC) maintains a list of Approved Nursing Programs in the State of Washington (Nursing Care Quality Assurance Commission, 2017) on its website at

<http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingEducation/NursingPrograms> .

These programs require a large number of well-qualified nursing educators in order to plan, implement and evaluate ongoing excellence in quality nursing education.

Currently all approved university-based nursing education programs and 23 of the 27 community and technical college (CTC) associate degree programs are nationally accredited through the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN). Two additional CTC associate degree nursing education programs, Clover Park Technical College and South Puget Sound Community College, have pre-approval status through the National League for Nursing's Commission for Nursing Education Accreditation (CNEA). It is the newest national nursing accreditation body in the United States. This brings a national perspective on nursing education as well as additional scrutiny of all aspects of the programs' operations and the qualifications of the faculty. The practical nursing programs are not nationally accredited.

## **Planning the Survey**

Washington State nursing programs have a long history of cooperative efforts. Through the Council on Nursing Education in Washington State (CNEWS), the deans and directors of all programs meet biannually with participation by representatives of the Nursing Commission, Washington Center for Nursing (WCN), the Northwest Organization of Nurse Executives (NWONE), and the Washington State Nurses Association (WSNA). In addition to the general meetings, CNEWS appoints task forces and committees to work together on issues of interest.

In 2016, CNEWS members discussed their concerns about recruiting qualified nursing faculty, including retirements, attrition, and the ability to recruit new faculty. To plan effectively, CNEWS members and Washington Center for Nursing representatives determined that a survey of nursing faculty was needed to gather data that would be relevant to recruitment and retention of nursing faculty.

## **Methodology**

The survey conducted by the Oregon Center for Nursing (Oregon Center for Nursing , 2014 (update 2015)) was determined to meet the data needs for Washington. In addition, this would allow for cross-state comparisons. This survey of 30 questions included basic demographic information as well as information on individual attitudes and career plans. The Oregon Center for Nursing (OCN) granted permission to use the survey they had developed and provided that

survey to WCN. Three questions directed to deans and directors of programs only were added to the survey to examine issues of workforce supply.

WCN staff entered the Nurse Educator Survey into the SurveyMonkey survey development software to distribute the invitation link and to collect the data online. In preparation for surveying all faculty, the Executive Committee of CNEWS reviewed and took the survey to determine the time commitment and its ease of use. This review identified that the survey could be completed in ten minutes and questions were clear.

The link to the survey was then emailed to all deans and directors who forwarded the link to all their faculty with a message requesting their participation. Two follow-up emails were sent to increase the numbers of respondents, as well as direct outreach to individual nursing schools by the WCN. The majority of responses were in March 2017 and the remainder were in the first two weeks of April.

SurveyMonkey provides basic analysis of the responses. These analyses were used as an initial basis for this report. CNEWS members also asked whether greater clarity could be obtained in the area of faculty workload which was one of the dissatisfiers identified in the initial survey. A short follow-up survey for full-time faculty members was developed. The Nursing Educator Follow-up Survey contained one question regarding type of college in which the responder taught and three questions about workload.

Further analyses were done of the original survey and the follow-up survey using data downloaded into the Statistical Package for the Social Sciences (SPSS) software. This enables the researcher to analyze the data using two major groups of faculty: those in CTC programs and those in all baccalaureate and higher degree programs (both those with and without post-baccalaureate education). Proprietary colleges were omitted from these analyses because they are such a small number and have unique characteristics. Only one respondent indicated employment at a proprietary college, and because there are no proprietary colleges approved in Washington, it was surmised that this respondent either was employed by a proprietary college outside of the state (such as an online college or university) in addition to employment within the state or that the respondent failed to understand the type of college in which employed. Further analysis was done separating tenure-track faculty from others. Tenure-track faculty (designated as TT in tables) have gone through a multi-year evaluation process and are assured of continuing full-time employment and thus are considered permanent faculty. All others were designated non-tenure track (NTT in tables) and may have contracts for a single year or even for a single term. They have no assurance of ongoing employment.

### Who Responded to the Survey

**Numbers Responding:** Out of 413 potential respondents reported by CNEWS, 353 completed responses to the initial survey were received. Of these, 98.1% self-identified as currently working as a nurse educator. Of the respondents, 251 are employed at 75% or more of a full-time faculty load and for the purposes of the study were included as full-time. The other 150

work less than 75% and were considered part time. Sixty-four full-time faculty members responded to the Follow-Up Study.

**Age:** Ages of nursing faculty responses ranged from 30 to 70 with a median age of approximately 55. Ages were grouped into ten-year increments until after age 65 (a common retirement age) and then were grouped into five-year increments. The wide range of age distribution can be seen in the chart below with more than 8% of faculty being 66 or older.

<b>Age Range of All Respondents</b>		
<b>Age</b>	<b>Percent</b>	<b>Number</b>
<b>27-35</b>	9.1%	32
<b>36-45</b>	15.3%	54
<b>46-55</b>	26.3%	93
<b>56-65</b>	40.8%	144
<b>66-70</b>	7.6%	27
<b>71-and over</b>	0.8%	3
<b>TOTAL</b>		353

When CTC Faculty were compared with university faculty, the latter were somewhat older.

<b>Age Comparing CTC and University Faculty</b>		
<b>Current Age</b>	<b>CTC Faculty (N=158)</b>	<b>University Faculty (N=205)</b>
<b>20-39 years</b>	23 (14.6%)	30 (14.6%)
<b>40-59 years</b>	84 (53.2%)	93 (45.4%)
<b>60-79 years</b>	<b>61 (38.6%)</b>	<b>82 (40.0%)</b>

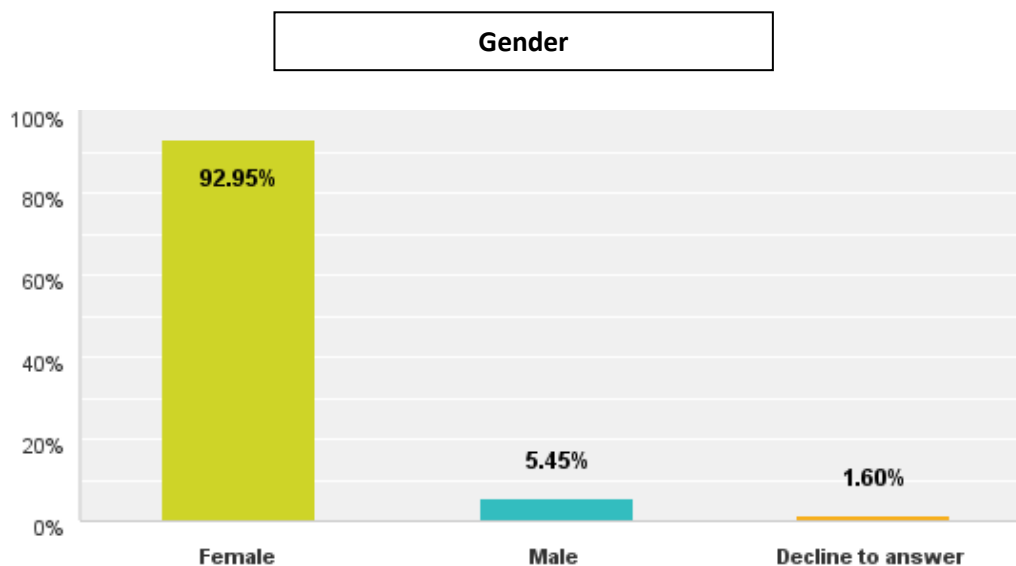
**Year Began Practicing as a Nurse:** Nurse educators are required to have practiced as a nurse to meet the expectations of both accrediting agencies and the Nursing Commission.

<b>Year Began Practicing as a Nurse</b>		
<b>Year</b>	<b>CTC Faculty (N=159)</b>	<b>University Faculty (N=205)</b>
<b>1960-1969</b>	2 (1.3%)	8 (3.9%)
<b>1970-1979</b>	37 (23.3%)	60 (29.3%)
<b>1980-1989</b>	37 (23.3%)	47 (22.9%)
<b>1990-1999</b>	30 (18.9%)	47 (22.9%)
<b>2000-2009</b>	40 (25.2%)	38 (18.5%)
<b>2010-2017</b>	13 (8.2%)	5 (2.4%)

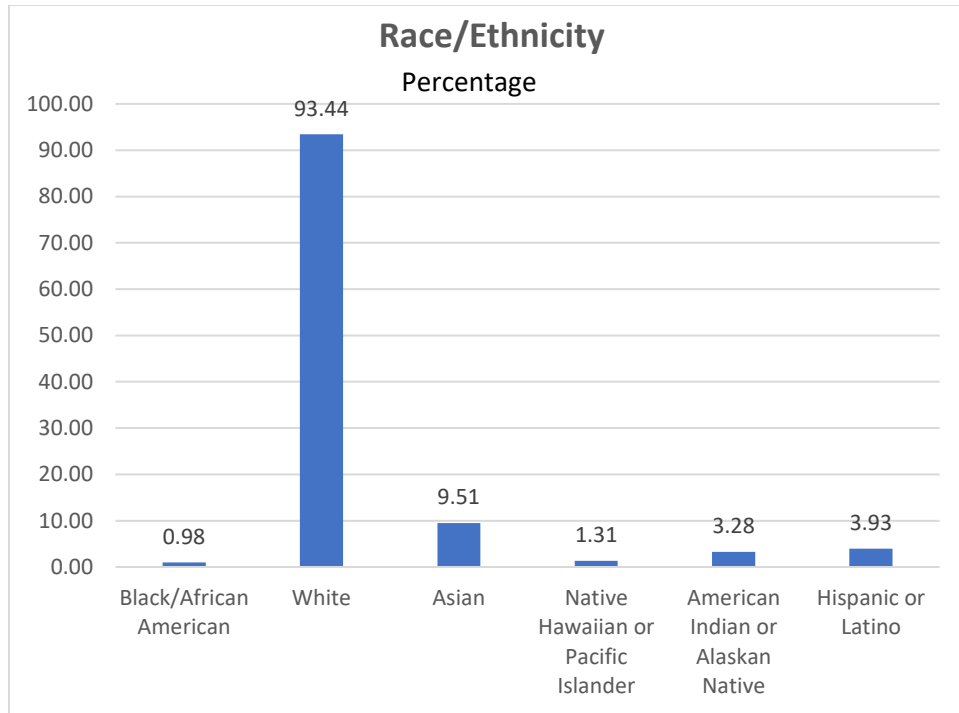
**Year Began Teaching Nursing:** When faculty were asked the year they began teaching nursing, the dates showed that there is a large cadre of experienced nursing faculty with slightly more than 50% of CTC faculty and more than 63% of university faculty employed before 2009.

Year Began Teaching Nursing		
Year	CTC Faculty (N=161)	University Faculty (N=212)
1960-1969	0 (0.0%)	2 (0.9%)
1970-1979	2 (1.2%)	14 (6.6%)
1980-1989	11 (6.8%)	31 (14.6%)
1990-1999	12 (7.5%)	29 (13.7%)
2000-2009	61 (37.9%)	59 (27.8%)
2010-2017	75 (46.6%)	77 (36.3%)

**Gender:** Reflecting the demographics of nursing as whole the greatest number (92.95%) of faculty members responding were women. Of CTC Faculty 95.6% were women and 91.9% of University Faculty were women. A small number (3) declined to answer the question.



**Race/Ethnicity:** The survey gave a wide array of categories from which to choose in the area of race and ethnicity. Based on the answers received, the final answers were grouped into broad categories shown below. Respondents were able to select more than one category, therefore, the total of responses is greater than the total number of respondents. Of the respondents, 93.44% identified themselves as “White” although a small number of these may be mixed. With limited diversity, the nursing faculty workforce does not reflect either the community or the nursing student population as a whole. The details of the Race/Ethnicity survey question are shown in Appendix D.



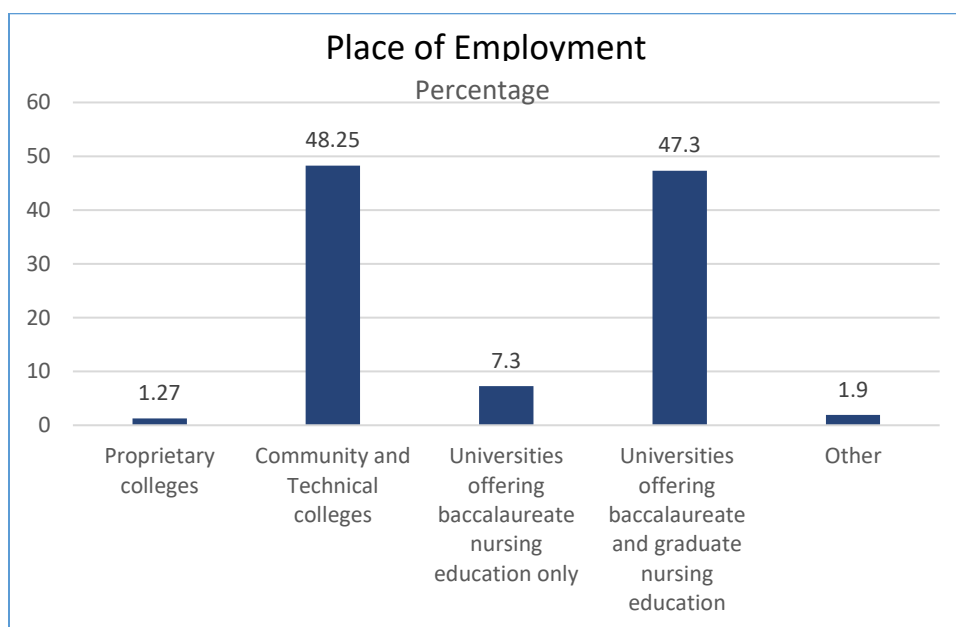
When comparing CTC and University Faculty the CTC Faculty had a slightly greater percentage of faculty who were people of color

Race/Ethnicity of CTC Faculty vs. University Faculty		
	CTC	University
Black/African American	1.2% (2)	0.5% (1)
White	88.9% (144)	92% (195)
Asian	4.3% (7)	3.3% (7)
Native Hawaiian or other Pacific Islander	0.6% (1)	0.9% (2)
American Indian or Alaskan Native	0.6% (1)	0.9% (2)
Hispanic or Latino	0.6% (1)	0.5% (1)

**Place of Employment/Type of Student:** There were four different employment settings listed in the survey. The smallest group of those responding were in proprietary colleges. These are private, for-profit companies such as University of Phoenix. The community and technical colleges include all those institutions under the oversight of the State Board of Community and Technical Colleges. The baccalaureate awarding institutions were divided into those that offer only the baccalaureate degree such as Western Washington University and those that offer both the baccalaureate degree and higher degrees including the master's degree and/or

doctorate such as Washington State University and Seattle University. Both public institutions such as the University of Washington and private, non-profit institutions such as Seattle Pacific University were included in these categories. RN to BSN programs are found in community colleges, in baccalaureate only institutions, and in institutions with both baccalaureate and higher degree programs. Thus, the overall data reflect all types of educational employment settings.

A small number of respondents were employed at “Proprietary, for-profit or career colleges” shown in the first column. Approximately equal percentages of respondents were in community and technical colleges (labeled “Community college” in the second column) and in the combination of “Four-year college or university that offers the baccalaureate degree only” (column three) and “Four-year college or university that offer baccalaureate education and post baccalaureate education” shown in the fourth column. For some analyses, community and technical colleges and all university programs were compared because they represent the majority of nursing programs and students in the state.



**Respondents were asked about the type of student they teach.** Because respondents could check all that apply, the total number of responses exceeds the sample size for each group. Some CTCs have both practical nursing and associate degree nursing programs. Some CTCs now have baccalaureate programs as well the ADN. Part-time faculty may also teach in both CTCs and Universities. The results of this query indicate that there is cross-over with faculty teaching more than one type of student. Non-Tenure Track (NTT) and Tenure Track (TT) Faculty as well as Part Time (PT) and Full-Time (FT) were differentiated.



Faculty Response of Type of Nursing Students Taught						
Types of Nursing Students	CTC Faculty	University Faculty	NTT	TT	PT	FT
LPN	29	0	4	9	10	22
ADN	135	10	86	42	29	108
BSN Traditional	1	143	70	54	18	123
BSN Accelerated	1	28	9	14	3	25
RN-to-BSN	8	35	11	26	3	36
Master's	3	61	17	43	6	58
DNP	0	62	8	52	9	53
PhD, DNSc, DNS	0	37	2	35	3	34
Because Respondents could teach more than one type of student, the totals exceed the total number of respondents.						

**Faculty Educational Level/Relative to Place of Employment:** Faculty teaching in practical nursing programs only may hold a baccalaureate degree (WAC 246-840-524). To teach in any program preparing registered nurses faculty must hold a master's or higher degree (WAC 246-840-526). Baccalaureate and higher degree programs prefer faculty with doctoral preparation although some positions may be filled with those with a master's degree. Accrediting bodies also have requirements and these are at least as high as those of the Nursing Care Quality Assurance Commission (NCQAC). For a program preparing registered nurses the NCQAC may grant a waiver for an individual nursing educator who has less than the regulatory requirement when a fully qualified nurse educator is not available. Some individuals have been tenured in faculty positions before the current requirements were instituted.

The majority of respondents hold a master's degree in nursing with a smaller number having a doctorate (either the Doctor of Nursing Practice (DNP) or the Doctor of Philosophy (PhD) and its equivalents). Among the "Other" are those who have a master's degree in a related field such counseling or higher education or a related doctorate such as one in educational leadership or the juris doctorate.

Highest education level of responders related to type of institution								
Type of College	Nursing Diploma	ADN	BSN	Master's in Nursing	DNP	PhD, DNSc or DSN	Other (please specify)	Total
Proprietary, for-profit, or career college	0	0	0	50% 2	0		50% 2	% 4
Community college	0.6% 1	0% 0	13% 21	79.5% 128	1.9% 3	3.1% 5	11.8% 19	49.3% 177
Four-year college or university that offers baccalaureate-level degrees	0	0	3.9% 1	61.5% 16	15.4% 4	19.2% 5	0	7.2% 26
Four-year college or university that offers baccalaureate and graduate-level degrees	0	0	3.8% 7	40% 74	8.7% 16	44.9% 83	9.2% 17	54.0% 197
<b>Total Respondents</b>	<b>1</b>	<b>0</b>	<b>28</b>	<b>210</b>	<b>20</b>	<b>92</b>	<b>36</b>	<b>359</b>

When only Community and Technical Colleges and Universities were compared, the data show the higher degrees of those teaching in universities. Eighty-four to eighty-five percent of CTC and University faculty are educated at the master's degree or higher, however 48.5% of university faculty are doctorally prepared versus 5.5% among CTC faculty.

The data were further analyzed to identify the Non-Tenure Track Faculty (NTT), who are assumed to be temporary or adjunct and the Tenure Track (TT) Faculty, who are assumed to be a permanent part of the nursing program where employed. Of the NTT faculty, 88.4% are educated at the master's degree or higher with 7.5% doctorally prepared. Of TT faculty, 97.9% are educated at the master's degree or higher with 62.5% doctorally prepared.

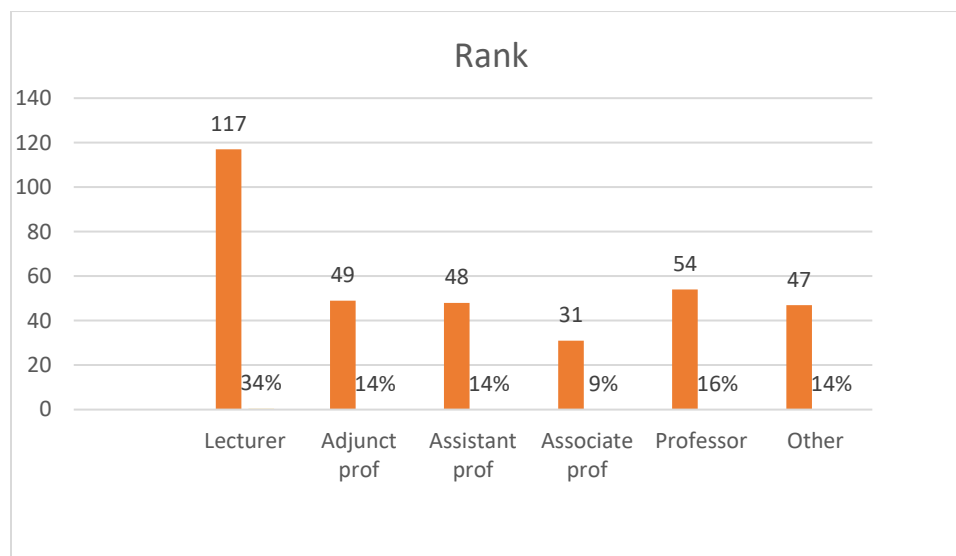
Highest Educational Level of Faculty Related to Place of Employment and Permanence				
Highest Degree	CTC Faculty (N=162)	University Faculty (N=206)	Non-Tenure Track Faculty (N=173)	Tenure Track Faculty (N=144)
Diploma	1 (0.6%)	--	1 (0.6%)	--
ADN	--	--	--	--
BSN	21 (13.0%)	8 (3.9%)	19 (11.0%)	2 (1.4%)
MSN/MN	128 (79.0%)	90 (43.7%)	140 (80.9%)	51(35.4%)
DNP	3 (1.9%)	20 (9.7%)	4 (2.3%)	12 (8.3%)
PhD, DNSc, DNS	6 (3.7%)	89 (43.2%)	9 (5.2%)	78 (54.2%)
Other	19 (11.7%)	17 (8.3%)		

**Clinical Specialty of Nursing Faculty:** The survey respondents were asked to identify their clinical specialty. Three most identified specialty areas of CTC faculty were medical surgical (63), acute/critical care (47) and nursing education (36) and for University faculty were community health (38), pediatrics/neonatal (36) and nursing education (36). Least identified specialties among both CTC and University faculty were anesthesia and occupational health.

Clinical Specialty of Faculty Responding		
Practice Areas	CTC Faculty	University Faculty
Acute/Critical Care	47	34
Adult Health/Family Health	15	23
Anesthesia	1	1
Community Health	13	38
Education, Nursing	36	36
Gerontology	14	11
Home Health	7	3
Long Term Care	11	2
Maternal/Child Health	20	26
Medical Surgical	63	27
Occupational Health	0	2
Oncology	7	7
Palliative Care	7	4
Pediatrics/Neonatal	13	36
Psychiatric/Mental Health/Substance Abuse	14	20
Public Health	5	19
Rehabilitation	5	1
School Health	2	9
Trauma	9	8
Women's Health	8	11
Other	9	21

**Employment Status** Several different aspects of Employment Status were explored. These included Rank, Full-time vs Part-Time, Number of Institutions, and Additional Employment.

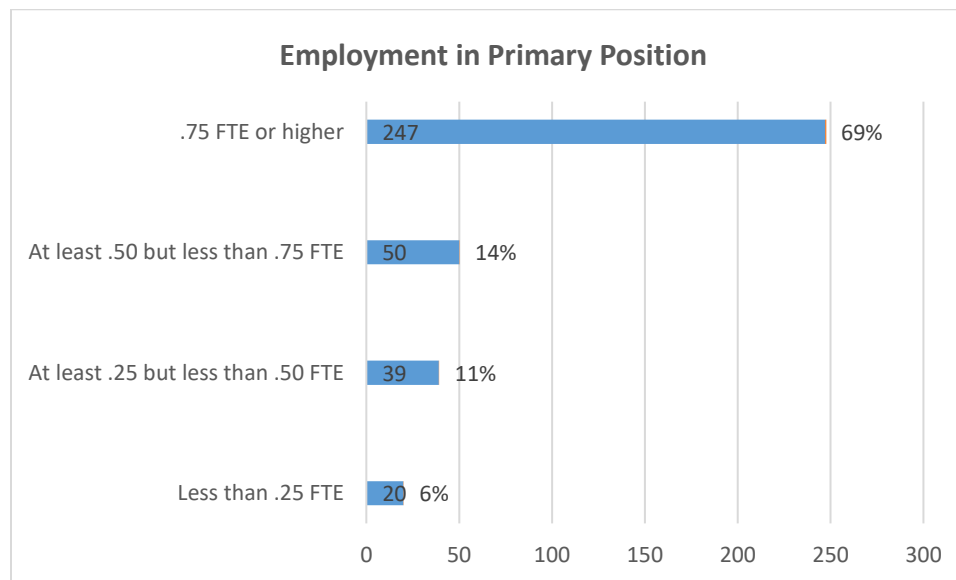
**Rank:** Faculty were asked what title best described their faculty rank. Three hundred and forty-six faculty responded to this question with responders distributed over the wide array of rank titles. The category of “other” included the title of Instructor with a notation that their community college setting did not use other terms for rank. Also included were administrative titles such as Dean, Associate Dean, Program Director, Associate Program Director, and Skills Laboratory Coordinator. Other teaching roles were Clinical Instructor, Visiting Professor, Senior Instructor, and Tenured or Tenure Track Faculty.



The permanent faculty are those responsible for curriculum, program evaluation, maintaining accreditation status, and mentoring new and part time faculty. Assistant, Associate, and full Professors are assumed to be permanent. Lecturers and adjuncts may remain with an institution for a prolonged period but have no guarantee of employment and thus are considered temporary. It is not possible to tell whether those marking “Other” are permanent or temporary. The table below shows that all programs have a low level of permanent faculty. All University programs have a lower percentage of permanent faculty represented by those with titles of Assistant, Associate, and Full Professor.

Faculty Rank as Differentiated by Type of Institution						
Institution	Lecturers	Adjunct	Assistant	Associate	Full Professor	TOTAL
Proprietary	1 (33%)	2 (66%)	---	--	--	3
CTC	64 (43.8%)	35(23.9%)	8 (5.4%)	8 (5.4%)	31 (21.2%)	146
4-yr BSN only	7 (41%)	3 (17.6%)	2(11.7%)	1 (5.8%)	4 (23.5%)	17
4-Year BSN /Grad+	66 (38.6%)	13 (7.6%)	38 (22.2)	28 (16.4%)	26 (15.2%)	171
Other	1	--	--	--	--	1
<b>TOTALS</b>	<b>139</b>	<b>53</b>	<b>48</b>	<b>37</b>	<b>61</b>	<b>338</b>

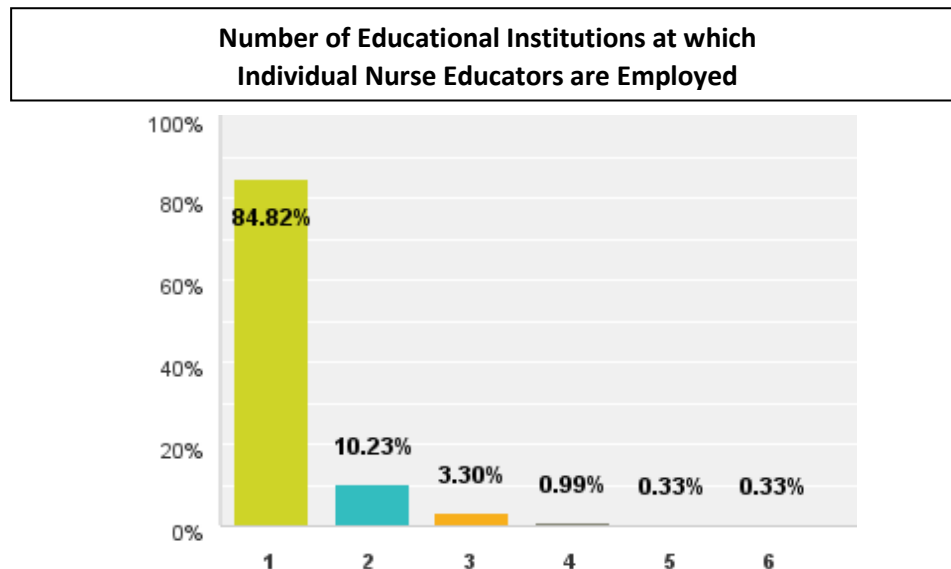
**Full-time vs Part-Time Status of Respondents:** The survey was distributed to both full-time and part-time faculty members. The majority, 69%, of respondents had contracts of .75 or greater and were considered full time. Another 14% worked .51 to .74 of a full-time load. 11% worked .25 but less than .50 and the smallest percentage, 6%, worked less than .25. Part-time faculty made up 31% of the total respondents. Having 83% of faculty at 50% or higher suggests a workforce that is focused on nursing education.



When CTC Faculty were compared to University Faculty, a greater percentage of the CTC Faculty were part-time.

Full-Time Equivalent of Primary Employing Institution		
Primary Nurse Educator Position	CTC Faculty	University Faculty
Less than .25 FTE	15 (9.6%)	10 (4.8%)
At least .25 FTE but less than .50FTE	22 (14.1%)	20 (9.5%)
At least .50 FTE but less than .75 FTE	19 (12.2%)	25 (11.9%)
.75 FTE or higher	100 (64.1%)	139 (66.2%)
	N=156	N=210

**Number of Institutions:** While the majority of nursing faculty members (84.2%) work at only one education institution, a large number are employed at more than one college with 10.23% working at two institutions and 3.3% working at three institutions. There were two individuals who worked at four institutions and one working at five and another at six. These latter may be adjuncts from clinical agencies who have some teaching role for students from all the nursing programs using their clinical agency.



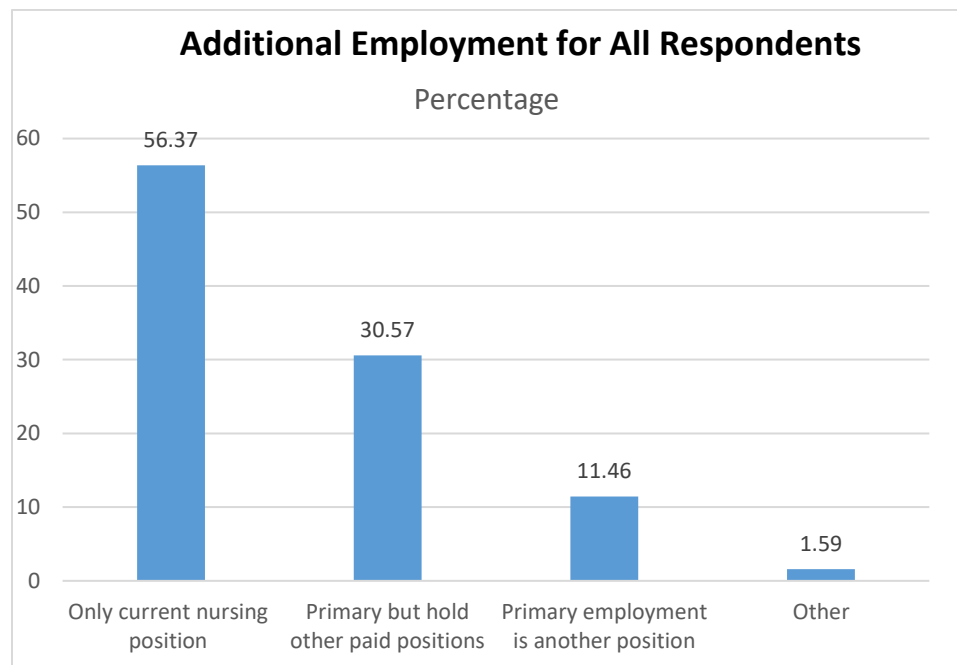
When asked about the percent of full time equivalent teaching load in each of three different positions, the majority of individuals indicated that their educator role was focused primarily in one position with 69% of respondents being employed .75 or higher in their primary position. 16.4% of CTC faculty and 19.6% of University faculty were employed by more than 1 institution. Further analysis separated Non-Tenure Track (NTT) Faculty from Tenure-Track (TT) Faculty and Part Time (PT) and Full Time (FT) Faculty. 16.4% of NTT and 12.5% of TT faculty were employed by more than one institution. 17.8% of PT and 12.6% of FT faculty were employed by more than one institution.

Number of Institutions At Which Individual Teaches		
Employment Status	CTC Faculty	University Faculty
Only current nursing position	98 (60.5%)	110 (52.1)
Primary but hold other paid positions	38 (23.5%)	77 (36.5%)
Primary employment is another position	25 (15.4%)	19 (9.0%)
Other	1 (0.6%)	5 (2.4%)
	N=162	N=211

**Additional Employment:** Part time nursing faculty members frequently are employed by clinical agencies. Even full-time nursing faculty members may work in clinical positions part time. Full-time faculty were considered as anyone with a .75 contract or greater. The responses revealed that only 56.7% of faculty work solely for the educational institution. 30.57% regard

their faculty role as primary but also are employed elsewhere in nursing. The smallest percentage 11.46% are primarily employed elsewhere and consider their educational position as secondary.

The person noting “Other” indicated she was planning to seek per diem work in order to supplement her income.

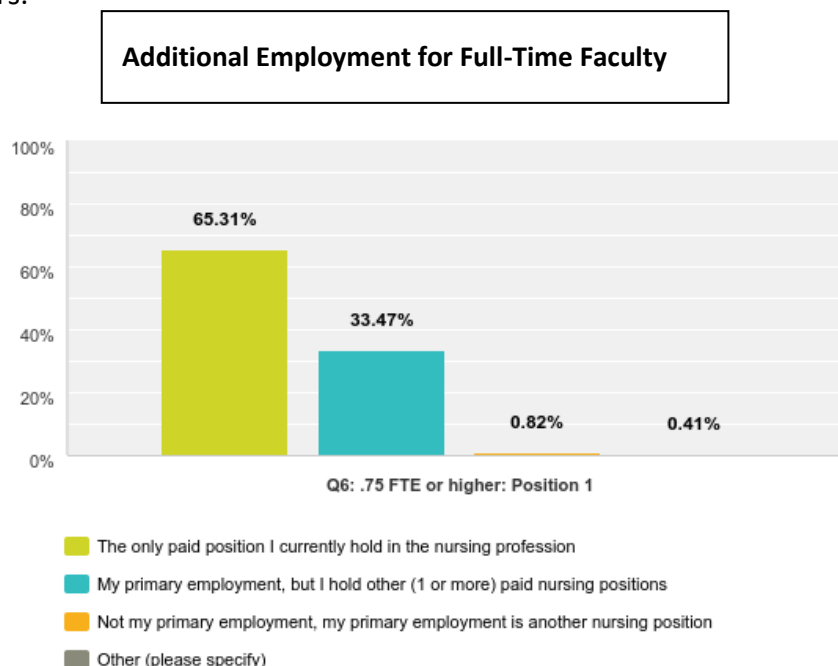


When addressing additional employment that was not in nursing education 16.4% of CTC and 19.6% of University faculty were employed by more than one institution.

CTC and University Faculty Comparison of Additional Employment		
Employment Status	CTC Faculty	University Faculty
Only current nursing position	98 (60.5%)	110 (52.1)
Primary but hold other paid positions	38 (23.5%)	77 (36.5%)
Primary employment is another position	25 (15.4%)	19 (9.0%)
Other	1 (0.6%)	5 (2.4%)
	N=162	N=211

An even higher percentage of full-time faculty are employed outside of the educational setting. Of these faculty, 65.31% are employed in another setting in addition to their primary teaching

position. Many faculty members have specialty certification. Those faculty members who hold any type of certification in a clinical specialty field can only maintain that certification by working in a required number of hours in a clinical role. An example is Advanced Registered Nurse Practitioners.



### Perceptions of Nursing Faculty Roles and Workload

**Nursing Faculty Roles:** The data confirm that nursing faculty members fulfill many different roles in their institutions. These include teaching in laboratory, clinical, and classroom settings, engaging in research, program administration, and additional duties such as program planning, committee work for both the program and the college, student advisement, and community service. Clearly the majority of respondents have all duties and responsibilities identified in the survey plus others. One unexpected result was the high number who state that they engage in research. The comments reflected that in addition to knowledge expansion through primary investigative research, some respondents considered the library research done for class and course preparation and the quality improvement data gathering and analysis when responding to whether research was part of their role. Other responses included student advisement, program and college committees, mentoring of new and part-time faculty, community service, adviser to student organization, nursing practice, simulation management, manage grant program, and manage practicum placements.



<b>Duties and Responsibilities Included in Role</b>	
Teach lab skills	97.95%
Teach in a clinical setting	97.72%
Teach non-clinical curriculum (e.g. nursing theory, research methods)	95.83%
Engage in research	93.94%
Program administration	96.08%
Other (please describe in comments below)	97.67%

When CTC faculty are compared with University faculty, CTC faculty are most heavily involved in clinical teaching (80.9%), teaching lab skills (66.7%) and teaching non-clinical courses like nursing theory/research. University Faculty are most heavily involved in teaching non-clinical courses (68.4%) followed by clinical teaching (62.3%) and teaching lab skills (40.6%) followed closely by engaging in research (39.6%). Only 5.5% of CTC faculty reported engaging in research.

<b>Differences in Duties and Responsibilities of CTC vs University Faculty and Non-Tenure Track vs. Tenure Track</b>				
<b>Nurse Educator Activities</b>	<b>CTC Faculty</b>	<b>University Faculty</b>	<b>NTT Faculty</b>	<b>TT Faculty</b>
Teach Lab Skills	108 (66.7%)	86 (40.6%)	111 (62.0%)	64 (43.8%)
Teach in a Clinical Setting	131 (80.9%)	132 (62.3%)	150 (83.8%)	87 (59.6%)
Teach Non-Clinical Curriculum	94 (58.0%)	145 (68.4%)	93 (52.0%)	127 (87.0%)
Engage in Research	9 (5.5%)	84 (39.6%)	13 (7.3%)	76 (52.1%)
Program Administration	36 (22.2%)	63 (29.7%)	25 (14.0%)	58 (39.7%)
Other	17 (10.5%)	24 (11.3%)		
	N=162	N=212	N=179	N=146

The Follow-Up Survey asked about the percentage of time that was spent on all the different nursing faculty roles. Thirty-nine percent indicated that more than half of their time was in direct teaching of students (includes classroom, clinical, and skills lab). Because this is the most visible of nursing faculty roles, these hours are often the ones that are recognized as part of the nursing faculty workload. Planning for teaching and evaluating students consumed the second highest percentage of faculty time. Other roles varied but most respondents indicated that they spend time in each of these. The least time was spent by almost all the respondents in primary

investigative research. One respondent spends over 81% engaged in primary investigative research.

<b>Percentage of Time Spent on Different Nursing Faculty Roles</b> (All number rounded to next whole number)											
Response Choices	0 - 5 % –	6 – 10% –	11 – 20% –	21 – 30% –	31 – 40% –	41 - 50% –	51 – 60% –	61 - 70% –	71 - 80% –	81 - 90% –	Total
Teaching with students contact (including classroom, clinical and skills lab)	9% 6	5% 3	14% 9	8% 5	17% 11	9% 6	23% 15	8% 5	8% 5	0% 0	65
Planning for teaching and evaluating students.	8% 5	20% 13	17% 11	28%% 18	17% 11	0% 0	5% 3	2% 1	2% 1	2% 1	64
Managing relationships, scheduling, and other aspects for clinical sites.	30% 19	32% 20	17% 11	3% 2	6% 4	8% 5	3% 2	0 % 0	0% 0	0% 0	63
Continuous Quality Improvement activities for the Nursing Program (accreditation requirements, surveying students, etc.)	38% 24	33% 21	11% 7	13% 8	5% 3	0% 0	2% 1	0% 0	0% 0	0% 0	64
Serving on Nursing Program or College governance activities committees, taskforces.	32% 21	42% 27	14% 9	8% 5	2% 1	0% 0	3% 2	0% 0	0% 0	0% 0	65
Conducting Primary Investigative Research	86% 51	3% 2	3% 2	3% 2	0% 0	2% 1	0% 0	0% 0	0% 0	2% 1	59

**Workload:** In the initial survey, respondents were asked to state the number of hours per week that they worked in each of up to three different positions. As recorded, it was not possible to discern how many hours an individual might work if all positions were summed. Full-time and part-time faculty were combined in the Survey Monkey analysis. However, if 40 hours per week is used as the baseline for hours worked by full-time faculty members, the range described was from 40 to 80 hours per week. To have more clear data, the Follow-Up Survey for full-time faculty members asked about average hours worked. Respondents were asked:

“When considering all aspects of your workload as a nursing faculty member, how many hours per week do you work on average while college is in session? Workload includes: Teaching with student contact (include classroom, clinical, and skills lab), Planning for teaching and evaluating students, Managing relationships, scheduling, and other aspects for clinical sites, Continuous Quality Improvement activities for the Nursing Program such as accreditation requirements, surveying students, Serving on Nursing Program or College Governance activities such as committees, task forces, and other, Community Service such as serving on boards or committees, participating in charitable organizations, Conducting Primary Investigative Research.”

Among respondents, 9.23% indicated that their full-time position was only 40 hours per week. While many professional positions require 41-50 hours per week and 29.23% indicated this was their workload, 58.5% work 51 hours or more with almost one fourth (23.08%) working over 60 hours per week. The two respondents entering other indicated that they have special modified contracts for 30 hours per week.

Full-Time Faculty Workload Hours		
Answer Choices	Percentage	Number
40 hours	9.23%	6
41 to 50 hours	29.23%	19
51 to 60 hours	35.38%	23
Over 60 hours	23.08%	15
Other (please specify)	3.08%	2
Total		65

When type of employing institution was differentiated there were important differences between CTC and university faculty with university faculty reporting overall more hours, e.g. 40.9% of CTC and 34.7% university faculty work 40-50 hours/week; 59.1% of CTC faculty and 65.2% university faculty reported working over 50 hours/week – probably due to research responsibilities.

<b>Workload Based on Type of Academic Institution</b>						
	<b>Percentage and Number of Respondents</b>					
	40 hours –	41 to 50 hours –	51 to 60 hours –	Over 60 hours –	Other (please specify) –	Total –
<b>Community college or technical college</b>	11% 5	29% 13	38% 17	18% 8	4% 2	69% 45
<b>Four-year college or university that offers baccalaureate-level degrees</b>	0% 0	50% 2	0% 0	50% 2	0% 0	6% 4
<b>Four-year college or university that offers both baccalaureate and graduate-level degrees</b>	6% 1	24% 4	41% 7	29% 5	0% 0	26% 17
<b>Total Respondents</b>	<b>6</b>	<b>19</b>	<b>23</b>	<b>15</b>	<b>2</b>	<b>65</b>

A factor contributing to the workload of nursing faculty members is the necessity to work during breaks and over periods for which they are technically not paid. Most teaching contracts are for nine or ten months per year. In the Follow-Up Survey, respondents were asked about this aspect of workload:

“When considering all aspects of your workload as a nursing faculty member, how many hours per week do you work while college is NOT in session (such as semester breaks or summer)? When answering please try to AVERAGE the hours recognizing that some weeks you might not work any hours and other weeks you might work many hours.”

<b>Workload During Breaks</b>		
<b>Answer Choices</b>	<b>Percentage</b>	<b>Number</b>
5 or fewer hours	23%	15
6 to 10 hours	23%	15
11 to 20 hours	26%	17
21 to 30 hours	20%	13
Other (please specify)	8%	5

Workload During Breaks		
Answer Choices	Percentage	Number
Total		65

Those answering “Other” indicated that their college was in session during the summer and they were employed to teach during that time. A common perception is that faculty members work only when classes are in session. The respondents all indicated that the work continues even when classes are not in session and for some it is considerable.

The Follow-Up Survey had fewer responses but those responding showed high workloads among all respondents with higher workloads in the four-year colleges and universities than in the community and technical colleges. When CTC faculty are compared with University faculty, a difference is apparent. Of CTC faculty, 84.8% work 0-20 hours and 15.2% over 20 hours per week during breaks. 47.7% of BSN faculty work 0-20 hours 52.3% work over 20 hours per week when school is not in session.

Workload During Breaks by Employment Setting		
Breaks/Summer Hours	CTC Faculty	University Faculty
0-5 hours	12 (26.1%)	3 (13.0%)
6-10 hours	15 (32.6%)	1 (4.3%)
11-20 hours	12 (26.1%)	7 (30.4%)
21-30 hours	7 (15.2%)	8 (34.8%)
>30 hours	0 (%)	4 (17.5%)
	N=46	N=23

### Satisfaction with Role as a Nursing Educator

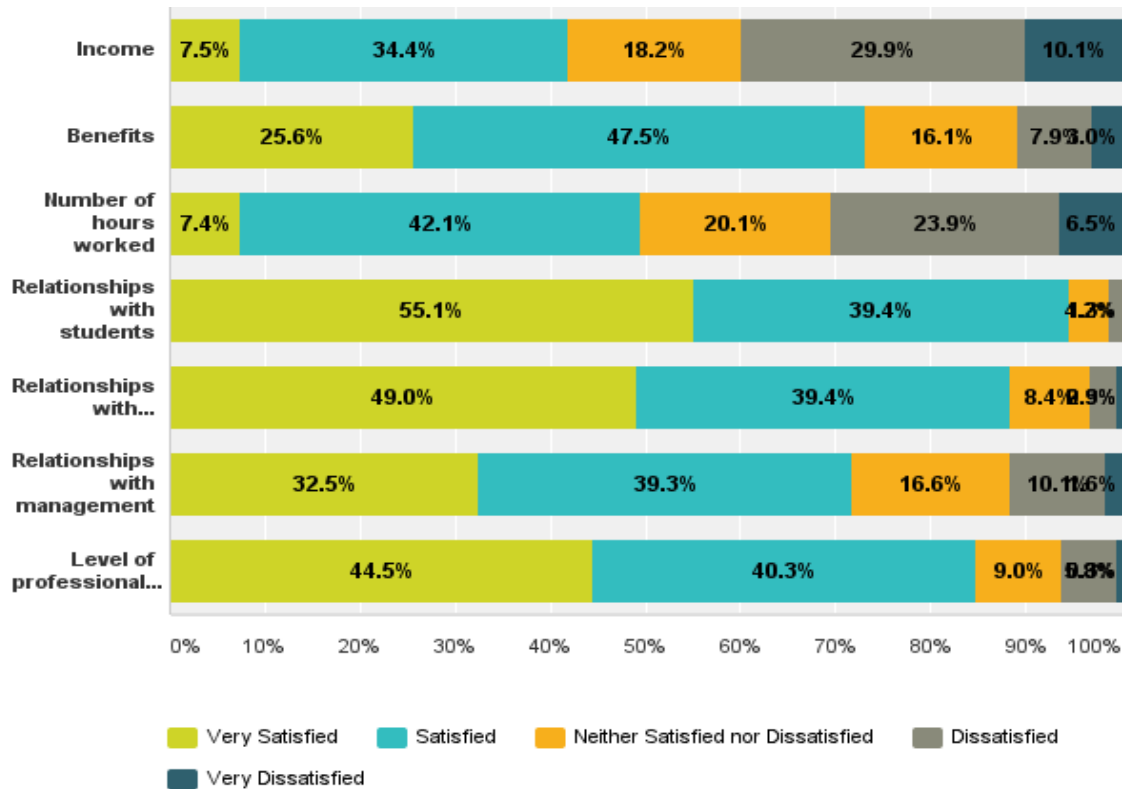
Individual’s satisfaction with their current employment relates to their intent to stay in their positions rather than leaving them. Both overall satisfaction and satisfaction with specific attributes of the role were surveyed.

**Overall Satisfaction:** The data show that the majority of respondents are satisfied with their positions as nurse educators. Of CTC faculty, 87.6% are satisfied or very satisfied as nurse educators. Of university faculty, 89.7% are satisfied or very satisfied as nurse educators. Of NTT faculty, 91.6% are satisfied or very satisfied as nurse educators. Of TT, 88.4% faculty are satisfied or very satisfied as nurse educators. Of PT faculty, 88.1% are satisfied or very satisfied as nurse educators. Of FT faculty, 89.5% are satisfied or very satisfied as nurse educators

Overall Satisfaction with Position as a Nurse Educator						
Satisfaction Level	CTC Faculty	BSN Faculty	NTT	TT	PT	FT
Very Satisfied	48 (29.6%)	90 (42.5%)	57 (31.8%)	61 (41.8%)	36 (33.0%)	94 (38.1%)
Satisfied	94 (58.0%)	100 (47.2%)	107 (59.8%)	68 (46.6%)	60 (55.1%)	127 (51.4%)
Neutral	14 (8.6%)	17 (8.0%)	12 (6.7%)	12 (8.2%)	10 (9.2%)	19 (7.7%)
Dissatisfied	5 (3.1%)	5 (2.4%)	2 (1.1%)	5 (3.4%)	2 (0.18%)	7 (2.8%)
Very Dissatisfied	1 (0.6%)	--	1 (0.5%)	--	1 (0.09%)	--
	N=162	N=212	N=179	N=146	N=109	N=247

**Satisfaction With Specific Aspects of the Nurse Educator Position:** When all nurse educators are combined the data clearly show that only Income at total of 40% dissatisfied or very dissatisfied and number of hours worked at a total of 30.4% as dissatisfied or very dissatisfied are problem areas within satisfaction.

### Satisfaction With Aspects of Nurse Educator Position



When categories were broken down and satisfaction with specific areas were differentiated between CTC and University Faculty, Non-Tenure Track and Tenure Track and Full Time vs Part Time some differences were seen.

36.9% of CTC faculty are satisfied or very satisfied with their income. 47.3% of university faculty are satisfied or very satisfied with their income. 38.8% of NTT faculty are satisfied or very satisfied with their income. 45.8% of TT faculty are very satisfied or satisfied with their income. 45.7% of PT faculty are very satisfied or satisfied with their income. 40.6% of FT faculty are very satisfied or satisfied with their income

Satisfaction with Income						
Satisfaction Level	CTC Faculty	University Faculty	NTT	TT	PT	FT
Very Satisfied	11 (6.9%)	20(9.7%)	9 (5.1%)	12 (8.3%)	13 (12.1%)	13 (5.4%)
Satisfied	48 (30.0%)	78 (37.6%)	59 (33.7%)	54 (37.5%)	36 (33.6%)	87 (35.2%)
Neutral	32 (20%)	32 (15.5%)	35 (20.0%)	22 (15.3%)	21 (19.6%)	40 (16.5%)
Dissatisfied	56 (35.0%)	57 (27.5%)	55 (31.4%)	41 (28.5%)	27 (25.2%)	80 (33.1%)
Very Dissatisfied	13 (8.1%)	20 (9.7%)	17 (9.7%)	15 (10.4%)	10 (9.3%)	22 (9.1%)
	<b>N=160</b>	<b>(N=207)</b>	<b>N=175</b>	<b>N=144</b>	<b>N=107</b>	<b>N=242</b>

Of CTC faculty, 66.0% are satisfied or very satisfied with their benefits. Of university faculty, 76.8% are satisfied or very satisfied with their benefits. Of NTT faculty, 69.2% are satisfied or very satisfied with their benefits. Of TT faculty, 78.4% are satisfied or very satisfied with their benefits. Of PT faculty, 54.0% are satisfied or very satisfied with their benefits. Of FT faculty, 80.1% are satisfied or very satisfied with their benefits.

Satisfaction with Benefits						
Satisfaction Level	CTC Faculty	University Faculty	NTT	TT	PT	FT
Very Satisfied	32 (20.5%)	58 (28.0%)	33 (19.2%)	56 (31.9%)	17 (15.9%)	70 (29.1%)
Satisfied	71 (45.5%)	101 (48.8%)	86 (50.0%)	67(46.5%)	41 (38.1%)	123 (51.0%)
Neutral	34 (21.8%)	29 (14.0%)	34 (19.8%)	19 (13.2%)	33 (30.8%)	28 (11.6%)
Dissatisfied	13 (8.3%)	16 (7.7%)	14 (8.1%)	10 (6.9%)	12 (11.2%)	15 (6.2%)
Very Dissatisfied	6 (3.9%)	3 (1.5%)	5 (2.9%)	2 (1.4%)	4 (3.7%)	5 (2.1%)
	<b>N=156</b>	<b>N=207</b>	<b>N=175</b>	<b>N=144</b>	<b>N=107</b>	<b>N=241</b>

Of CTC faculty, 48.4% are satisfied or very satisfied with their number of hours worked. Of university faculty, 49.7% are satisfied or very satisfied with their number of hours worked. Of NTT faculty, 57% were satisfied or very satisfied with their hours worked. Of TT faculty, 38.6% were satisfied or very satisfied with their number of hours worked. Of the PT faculty, 52.8% were satisfied or very satisfied with the number of hours worked. Of FT faculty, 47.5% were satisfied or very satisfied with the number of hours worked.

Satisfaction with Hours Worked						
Satisfaction Level	CTC Faculty	University Faculty	NTT	TT	PT	FT
Very Satisfied	11 (6.9%)	18 (8.5%)	13 (7.4%)	10 (6.9%)	7 (6.6%)	19 (7.7%)
Satisfied	66 (41.5%)	87 (41.2%)	86 (50.0%)	46 (31.7%)	49 (46.2%)	98 (39.8%)
Neutral	30 (18.9%)	47 (22.3%)	36 (20.5%)	25 (17.2%)	25 (23.6%)	45 (18.3%)
Dissatisfied	38 (23.9%)	49 (23.2%)	36 (20.5%)	47 (32.4%)	23 (21.7%)	61 (24.8%)
Very Dissatisfied	14 (8.8%)	10 (4.7%)	5 (2.8%)	17 (11.7%)	2 (1.9%)	23 (9.3%)
	<b>N=159</b>	<b>N=211</b>	<b>N=146</b>	<b>N=145</b>	<b>N=106</b>	<b>N=246</b>

Of CTC faculty, 93.1% are satisfied or very satisfied with their relationships with their students. Of university faculty, 92.9% are satisfied or very satisfied with their relationships with their students. Of NTT faculty, 95% were satisfied or very satisfied with their relationships with their students. Of TT faculty, 90.4% were satisfied or very satisfied with their relationships with their students. Of PT faculty, 97.3% were satisfied or very satisfied with their relationships with their



students. Of FT faculty, 91.9% were satisfied or very satisfied with their relationships with their students.

Satisfaction with Relationships with Students						
Satisfaction Level	CTC Faculty	University Faculty	NTT	TT	PT	FT
Very Satisfied	87 (54.0%)	112 (52.8%)	101 (56.7%)	68 (46.6%)	60 (55.6%)	129 (52.2%)
Satisfied	63 (39.1%)	85 (40.1%)	68 (40.3%)	64 (43.8%)	45 (41.7%)	98 (39.7%)
Neutral	6 (3.7%)	11 (5.2%)	4 (2.2%)	12 (8.2%)	3 (2.8%)	13 (5.3%)
Dissatisfied	5 (3.1%)	3(1.4%)	5 (2.8%)	1 (0.7%)	--	6 (2.4%)
Very Dissatisfied	--	1(0.4%)	--	1 (0.7%)	--	1 (1.0%)
	<b>N=161</b>	<b>N=212</b>	<b>N=178</b>	<b>N=146</b>	<b>N=108</b>	<b>N=247</b>

Of CTC faculty, a total of 89.4% are satisfied or very satisfied with their relationships with their work colleagues. Of university faculty, a total of 86.7% are satisfied or very satisfied with their relationships with their work colleagues. Of NTT faculty a total of 88.6% are very satisfied or satisfied with their relationships with their work colleagues. Of TT faculty a total of 86.2% are very satisfied or satisfied with their relationships with their work colleagues. Of PT faculty total of 84.1% are very satisfied or satisfied with their relationships with their work colleagues. Of FT faculty 89.5% are very satisfied or satisfied with their relationships with their work colleagues

Satisfaction with Relationships with Colleagues						
Satisfaction Level	CTC Faculty	University Faculty	NTT	TT	PT	FT
Very Satisfied	77(48.1%)	96 (45.5%)	85 (48.3%)	66 (45.5%)	47 (43.9%)	120 (48.8%)
Satisfied	66 (41.3%)	87 (41.2%)	71 (40.3%)	59 (40.7%)	43 (40.2%)	100 (40.7%)
Neutral	13 (8.1%)	19 (9.0%)	14 (8.0%)	13 (9.0%)	13 (12.1%)	17 (6.9%)
Dissatisfied	3 (1.9%)	9(4.3%)	6 (3.4%)	6 (4.1%)	4 (3.7%)	8 (3.3%)
Very Dissatisfied	1(0.6%)	--	--	1 (.07%)	--	1 (.04%)
	<b>N=160</b>	<b>N=211</b>	<b>N=176</b>	<b>N=145</b>	<b>N=107</b>	<b>N=246</b>

**Satisfaction With Management:** Of CTC faculty a total of 81.8% are satisfied or very satisfied with their relationships with their administration and management. Of university faculty a total of 65.3% of university faculty are satisfied or very satisfied with their relationships with their administration and management. Of NTT faculty a total 74.9% of NTT faculty are satisfied or very satisfied with their relationships with their administration and management. Of TT faculty

a total of 65.3% of TT faculty are satisfied or very satisfied with their relationships with their administration and management. Of PT faculty a total of 73.9% of PT faculty are satisfied or very satisfied with their relationships with their administration and management. Of FT faculty a total of 70.1% of FT faculty are satisfied or very satisfied with their relationships with their administration and management.

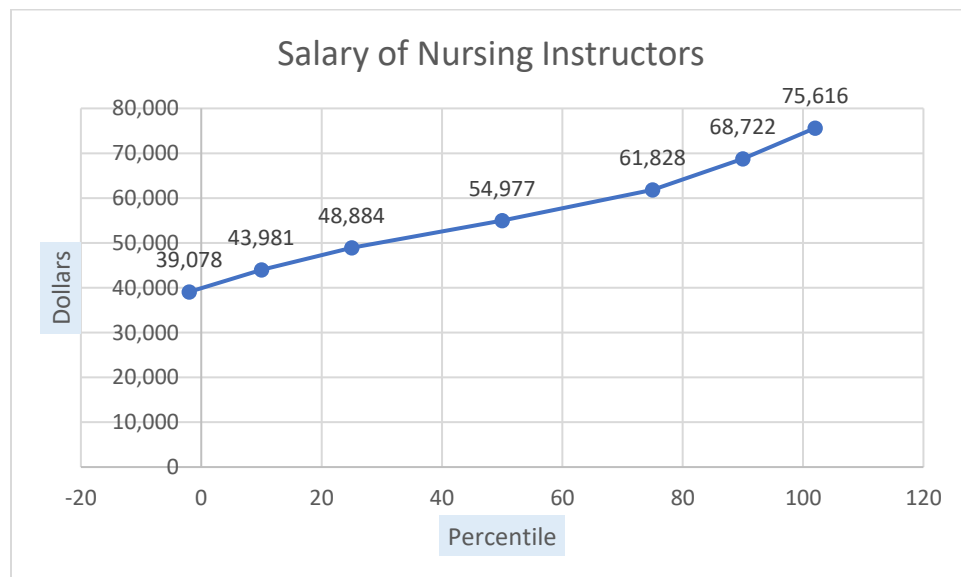
Satisfaction with Relationships with Management						
Satisfaction Level	CTC Faculty	University Faculty	NTT	TT	PT	FT
Very Satisfied	62(39.0%)	61 (29.1%)	60 (34.3%)	44 (30.6%)	42 (39.3%)	71 (29.1%)
Satisfied	68 (42.8%)	76 (36.2%)	71 (40.6%)	50 (34.7%)	37 (34.6%)	100 (41.0%)
Neutral	16 (10.1%)	46 (21.9%)	30 (17.1%)	16 (18.1%)	19 (17.8%)	43 (17.6%)
Dissatisfied	9 (5.7%)	24(11.4%)	12 (6.9%)	20 (13.9%)	9 (8.4%)	24 (9.8%)
Very Dissatisfied	4(2.5%)	3 (1.4%)	2 (1.1%)	4 (2.8%)	--	6 (2.5%)
	<b>N=159</b>	<b>N=210</b>	<b>N=175</b>	<b>N=144</b>	<b>N=107</b>	<b>N=245</b>

Of CTC faculty 83.2% are satisfied or very satisfied with their professional autonomy. Of university faculty 85.8% are satisfied or very satisfied with their professional autonomy. Of NTT faculty 86.4% are satisfied or very satisfied with their professional autonomy. Of TT faculty 83.4% are satisfied or very satisfied with their professional autonomy. Of PT faculty 85.2% are satisfied or very satisfied with their professional autonomy. Of FT faculty 84.5% are satisfied or very satisfied with their professional autonomy.

Satisfaction With Professional Autonomy						
Satisfaction Level	CTC Faculty	University Faculty	NTT	TT	PT	FT
Very Satisfied	59 (36.9%)	100 (47.4%)	63 (35.8%)	74 (51.0%)	46 (42.6%)	110 (44.9%)
Satisfied	74 (46.3%)	81 (38.4%)	89 (50.6%)	47 (32.4%)	46 (42.6%)	97 (39.6%)
Neutral	13 (10.1%)	21 (10.0%)	16 (9.1%)	14 (9.7%)	12 (11.1%)	22 (9.0%)
Dissatisfied	13 (5.7%)	9 (4.3%)	7 (4.0%)	10 (6.9%)	4 (3.7%)	16 (6.5%)
Very Dissatisfied	1 (2.5%)	--	1 (.06%)	--	--	--
	<b>N=160</b>	<b>N=211</b>	<b>N=176</b>	<b>N=145</b>	<b>N=108</b>	<b>N=245</b>

Fewer CTC faculty were “very satisfied” overall (29.6%) compared with University faculty (42.5%). A difference between University Faculty and CTC faculty was seen in their responses regarding salary and benefits. University faculty tended to be less dissatisfied with salary and benefits. Another area of difference is that University faculty were less satisfied with administration/management than CTC colleagues.

**Nursing Educator Income Related to Other Nursing Income:** Comments are often made about the nursing educator salaries compared to clinical nursing salaries. The most comprehensive study of the registered nurse population is the National Sample Survey of Registered Nurses completed by the federal government. The most recent report, the 2008 National Sample Survey of Registered Nurses (U.S. Department of Health and Human Services, Health Resources and Services Administration, 2008) reported overall earnings from a principal nursing position by RNs who work full-time averaged \$66,973 in 2008 (Section 3.14, Table 3-28), while earnings for faculty RNs were \$63,985 on average (Section 4.6 Table 4-4). This was 2008 and registered nurse salaries have risen since that time. This survey reflects national findings. There is no comparable survey of Washington registered nurses. A very quick perusal of sites that advertise registered nursing jobs found the data below about salaries offered for nursing instructors in Washington State. While not a definitive answer for all nursing educator salaries, it does provide information on jobs being offered across the state and thus gives a rough measure of salary differences between the general RN population and nursing instructors. Affecting overall salaries in Washington is the freezing of many academic salaries in state supported community and technical colleges after the 2007 economic downturn. The state of Washington continues to lag in educational funding.

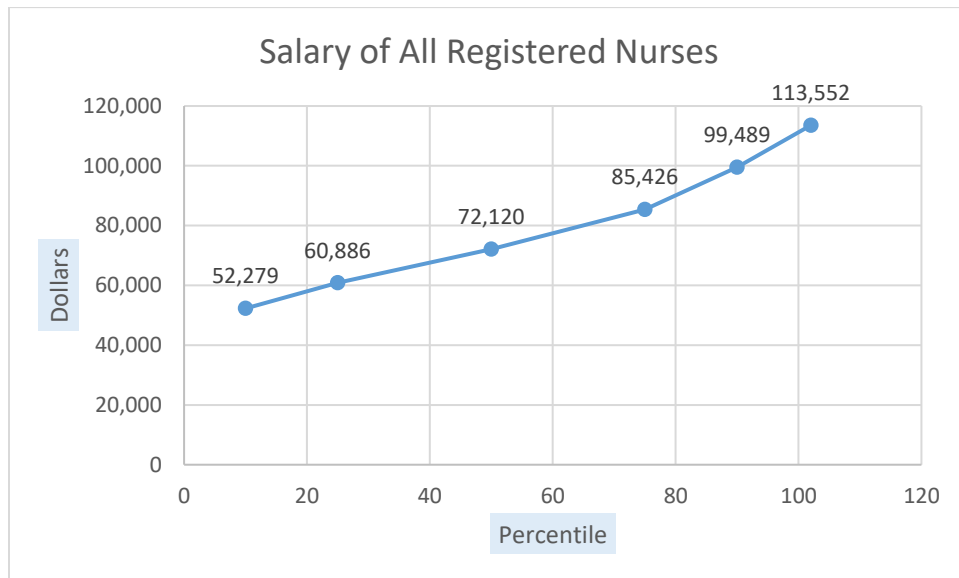


Simply Hired, Nursing Instructors in Washington State,

<http://www.simplyhired.com/salaries/search?q=nursing+instructor&l=Washington+State>

This same site provides information on jobs for registered nurses as a whole. This includes those with an associate degree through those with master's degrees and specialty certification. Of note is that the 50<sup>th</sup> percentile of nursing faculty salaries is near the bottom of all registered nursing salaries. Nursing educators have noted that some new graduates enter jobs with higher

salaries than the faculty who taught them. A comparison based on actual hours worked or contracted responsibilities was not possible from the data available.



Simply Hired, Registered Nurses in Washington State,

<http://www.simplyhired.com/salaries/search?q=registered+nurse&l=Washington+State>

### Leaving the Nursing Educator Role

Nursing education is affected by those leaving both through seeking different job opportunities and those retiring. With the age of the nursing faculty, concern over retirements has been expressed by many deans and directors.

Planning To Make Changes In The Next Two Years		
Change Planned	CTC Faculty	University Faculty
Leave Washington, will teach nursing elsewhere	3 (2.2%)	12 (6.3%)
Change careers, will not work as nurse educator	6 (4.5%)	12 (6.3%)
Will take a temporary leave of absence	0 (0.0%)	1 (0.5%)
Will change from part-time to full-time status (.75FTE or more)	5 (3.7%)	7 (3.7%)
Will change from full-time to part-time status (less than .75FTE)	2 (5%)	7 (3.7%)
Plan to retire	11 (8.2%)	17 (9.0%)
No, I don't expect to make any of these changes within 2 years	8 (6.0%)	92 (48.7%)
Other	25 (18.7%)	33 (17.5%)
Total of those responding	N=60	N=181

**Reasons to Consider Leaving Nursing Education:** This question asked first whether within the last year the individual had considered leaving their current nursing education position and then if so, what were the reason(s) for that decision. The context of this question focused on reasons that would result in resignation. Therefore, not all individuals answered this question. Individuals were able to give more than one reason for leaving. A total of 278 persons answered this question. Higher pay was the most frequent reason given with 74.1% (206) of responders identifying that reason for considering leaving nursing education. A more manageable workload was the second most frequently cited reason with a total of 47.5% (132) marking that reason. The third was a desire to return to direct patient care. Clearly addressing the first two factors has the potential for affecting attrition within the current nursing education workforce. Income is clearly a funding issue but workload is also affected by funding. Providing support staff, having adequate numbers of faculty to share workload, and providing release from teaching duties for required other duties are all funding issues. The third factor might be mitigated with joint appointments that facilitated both education employment and direct patient care employment.

	Reasons Nursing Faculty Have Considered Leaving							
	Higher pay	A more manageable workload	Desire to return to direct patient care	More job security	Better employee benefits (e.g. health insurance)	More professional autonomy	More meaningful work	Other (please specify)
Proprietary, for-profit, or career college	3	0	1	1	0	2	1	1
Comm. college	93	52	29	14	13	15	2	34
Four-year college or university that offers baccalaureate-level degrees	10	9	1	2	3	2	1	6
Four-year college or university that offers baccalaureate and graduate-level degrees	100	71	28	24	17	7	15	31
Number of Respondents Giving This Reason	206	132	59	41	33	26	19	72
Percentage of the Number of Responders to this Question (278) Who Listed This Reason	74.1%	47.5%	21.2%	14.7%	11.9%	9.3%	6.8%	25.9%

When CTC faculty are compared with all University Faculty, the top three reasons for leaving are the same. However, CTC faculty were more likely to cite a desire for more professional autonomy than those university faculty.

<b>CTC Faculty Compared with University Faculty Reasons for Leaving</b>		
<b>Reasons</b>	<b>CTC Faculty</b>	<b>University Faculty</b>
Higher Pay	93 (57.4%)	110 (51.9%)
More Manageable Workload	52 (32.1%)	80 (37.7%)
Desire to Return to Direct Patient Care	29 (17.9%)	29 (13.7%)
More Professional Autonomy	15 (9.3%)	9 (4.3%)
More Job Security	14 (8.6%)	26 (12.7%)
More Meaningful Work	2 (1.2%)	16 (7.6%)
Other Reasons Provided	35 (21.6%)	38 (17.9%)
	N=162	N=212

Non-Tenure Track Faculty and Tenure Track Faculty were compared as to reasons for leaving. Higher pay, a more manageable workload, and a desire to return to direct patient care were the principal reasons given.

<b>Non-Tenure Track and Tenure Track Faculty Reasons for Leaving</b>		
<b>Reasons Considered for Leaving Position</b>	<b>NTT Faculty</b>	<b>TT Faculty</b>
More Job Security	30 (17.5%)	5 (3.5%)
Higher Pay	106 (62.0%)	79 (51.9%)
Better Employee Benefits	19 (11.1%)	7 (4.9%)
More Manageable Workload	54 (31.6%)	67 (46.5%)
More Professional Autonomy	15 (8.8%)	6 (4.2%)
More Meaningful Work	4 (2.4%)	11 (7.6%)
Desire to Return to Direct Patient Care	29 (17.9%)	22 (15.3%)
	N=171	N=144

Full-Time and Part-Time Faculty were also compared in relationship to their reasons for leaving nursing education. Again, higher pay, a more manageable workload, and a desire to return to direct patient care were the most common reasons for considering leaving nursing education.

Part-Time and Full-Time Faculty Reasons for Leaving		
Reasons Considered for Leaving Position	PT Faculty	FT Faculty
More Job Security	18 (16.7%)	21 (8.5%)
Higher Pay	54 (50.0%)	142 (57.5%)
Better Employee Benefits	12 (11.1%)	19 (7.7%)
More Manageable Workload	30 (27.8%)	98 (39.7%)
More Professional Autonomy	6 (5.6%)	15 (6.1%)
More Meaningful Work	6 (5.6%)	11 (4.5%)
Desire to Return to Direct Patient Care	18 (16.7%)	38 (15.4%)
	N=108	N=247

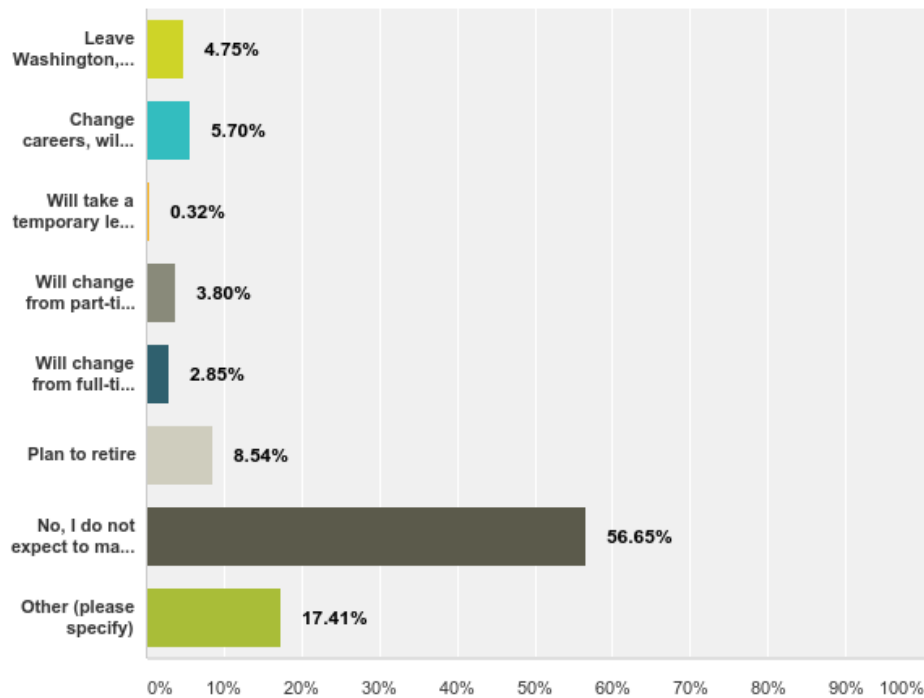
**Actual Plans to Change Employment Status:** Respondents were also asked if they actually planned to change their employment status in the next two years. Although many had thought about changing (data above), the majority had no plans to actually make such a change.

Actual Plans to Change Employment Within the Next Two Years by Program Type									
Number of Faculty									
	Leave WA, will teach nursing elsewhere	Change careers, will not work as nursing educator	Will take a temporary leave of absence	Will change from part-time to full-time status (.75 FTE or more)	Will change from full-time to part-time status (less than .75 FTE)	Plan to retire	Do not expect to make any of these changes within next 2 yrs	Other (please specify)	Total
Proprietary, for-profit, or career college	0	0	0	0	0	0	0	1	1
Comm. college	3	6	0	5	2	11	82	25	134
4-year college or university that offers baccalaureate-level degrees	1	2	0	2	1	4	8	4	22
4-year college or university that offers baccalaureate and graduate-level degrees	11	10	1	5	6	13	92	29	167
Totals	15	18	1	12	9	28	182	59	



The respondents as a whole expected to stay in nursing education with a total of 63% (no job change plus switching between full- and part-time) explicitly planning to stay in employed in their current program. The 17% of those marking “Other” discussed above, are seldom planning an immediate exit.

### Overall Percent Planning to Leave Current Position



Further analysis comparing CTC Faculty, University Faculty, Non-Tenure Track Faculty, Tenure Track Faculty, Part-time Faculty, and Full-time Faculty showed that planning to retire was the most frequently cited as the basis for a plan to leaving their current position.

Comparing Intentions to Change Current Faculty Position in Next 2 Years by Position Type						
	CTC Faculty	Univ. Faculty	NTT	TT	PT	FT
Leave WA, will teach nursing elsewhere	3 (2.2%)	12 (6.3%)	6(4.1%)	8 (6.0%)	4 (3.7%)	12 (5.3%)
Change careers, will not work as nurse ed.	6 (4.5%)	12 (6.3%)	9 (6.1%)	8 (6.0%)	5 (4.6%)	13 (5.7%)
Will take a temporary leave of absence	--	1 (0.5%)	--	1 (0.7%)	1 (0.93%)	1 (0.44%)
Will change from part-time to full-time status (.75FTE or more)	5 (3.7%)	7 (3.7%)	8 (5.4%)	2 (1.5%)	10 (9.3%)	2 (0.88%)

Comparing Intentions to Change Current Faculty Position in Next 2 Years by Position Type, Cont.						
Will change from full-time to part-time status (less than .75FTE)	2 (1.5%)	7 (3.7%)	3 (2%)	2 (1.5%)	2 (1.9%)	7 (3.1%)
Plan to retire	11(8.2%)	17 (9%)	10(6.8%)	12 (9%)	5 (4.6%)	21 (9.3%)
No, I don't expect to make any of these changes within 2 years	8 (6%)	92 (48.7%)	79(53.7%)	82 (61.2%)	45(41.7%)	131(57%)
Other	25 (18.7%)	33 (17.5%)	32(21.8%)	17(12.7%)	14 (13%)	40(17.6%)
<b>TOTAL</b>	<b>N=134</b>	<b>N=189</b>	<b>N=147</b>	<b>N=134</b>	<b>N=108</b>	<b>N=227</b>

**Retirement Plans of Current Nurse Educators:** Faculty retirements is also a major factor in the nursing workforce, especially when the ages of faculty are considered. While there is a small group who plan for early retirement before 65 and a considerable number (29.5%) who plan to retire at the traditional 65 and another 22.4% who plan to retire in the years after 65 and before age 70. Surprisingly, 35% of faculty are planning to work into their 70s. While this might be affected by issues such as health problems it reflects the overall satisfaction that educators feel about their positions and their commitment to nursing education.

Age of Planned Retirement of Nurse Educators Overall		
Age	Number	Percent
50-59	17	2%
60-64	45	13%
65-69	167	49%
70-75	111	33%
Total	340	

Compared to CTC Faculty, those in universities are more likely to plan later retirement.

CTC and University Faculty Planned Retirement Age Compared		
Retirement Age	CTC Faculty (N=150)	University Faculty (N=200)
50-54 years	4 (2.7%)	2 (1.0%)
55-59 years	7 (4.7%)	4 (2.0%)
60-64 years	28 (18.7%)	18 (9.0%)
65-69 years	69 (46.0%)	99 (49.5%)
70-74 years	30 (20.0%)	60 (30.0%)
75-79 years	12 (8.0%)	17 (8.5%)
50-59 years	11 (7.3%)	6 (3.0%)
60-69 years	84 (56.0%)	93 (58.5%)
70-79 years	61 (40.7%)	77 (38.5%)

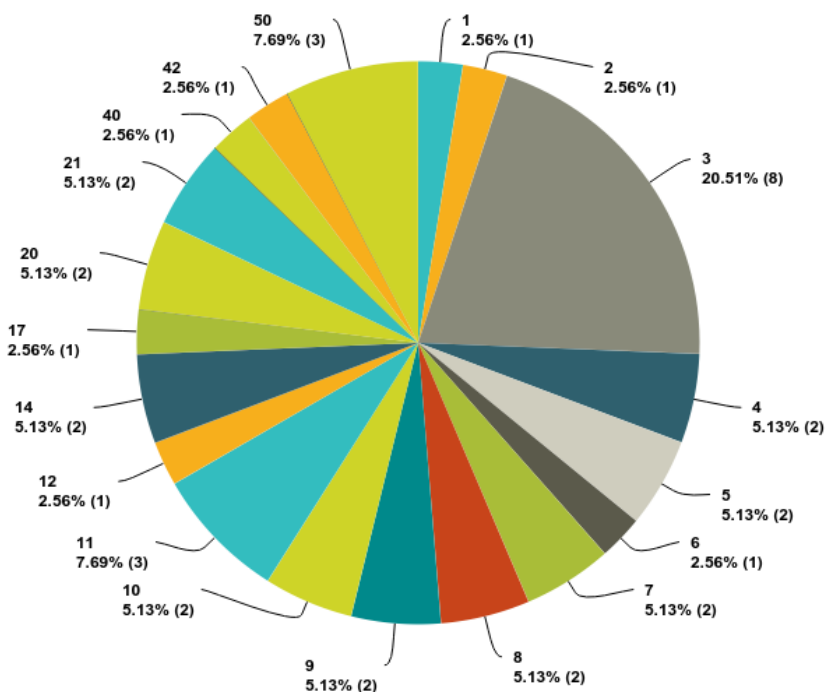
## Deans and Directors Responses

Deans and directors were asked to respond to three additional questions in the survey. These related to the number of current faculty members, both full and part time and the number of unfilled nurse educator positions.

**Number of Nurse Educator Positions:** Each year the Nursing Commission asks that nursing programs complete a report on the program. These reports are analyzed and summarized by the Nursing Commission. According to the Nursing Commission (Nursing Care Quality Assurance Commission, Revised May 2017) there are 569 full-time and 617 part-time nursing faculty members in Washington. Deans and directors were asked how many full-time faculty they have employed in their programs as part of planning for the survey and their responses totaled 413 faculty. This discrepancy has several potential causes. The major contributor was that some deans and directors did not respond to the question when asked by CNEWS. Additionally, the NCQAC counts all faculty teaching in a given year, but some part-time faculty may work only a single term and were not working spring to respond to the e survey.

Programs vary greatly in size from those with only one full-time person to those with over 50 full-time faculty positions. The following chart shows that a very large number of programs in the state are small. These small programs may be even more impacted by a vacancy when that vacancy represents one-third to one-fourth of the work force.

**Full -Faculty Positions:** The 569 full-time faculty positions are distributed across programs with many small programs as well as three very large programs with over 50 faculty members each.



**Unfilled Positions:** Many deans and directors have reported that they have unfilled full-time faculty vacancies. These vacancies are frequently “back-filled” with part time nurse educators whose responsibility is the teaching role but who usually are not contracted for the many other faculty roles discussed previously. In some instances, positions may be filled with full time temporary employees. These individuals usually lack one or more of the desired qualifications or may be unwilling to commit to more than a brief time. When positions are filled with part time employees, the remaining full-time faculty must absorb the non-teaching responsibilities that continue to be needed. In addition, the full-time faculty members must orient and mentor part-time faculty members as they adapt to the nursing program curriculum.

Deans and directors were asked to indicate the number of positions that remain unfilled or filled with temporary workers. The problem is found in almost all the colleges and universities in the state. Branches of the major universities reported separately so each campus is represented. The problem is most severe in the educational institutions that also prepare at the graduate level. The lack of nurse educators prepared at the doctoral level is especially acute.

The data reveal that more than one person per baccalaureate and higher degree program responded because there are not 21 baccalaureate campuses in the state. This means that there is some redundancy in the data about those institutions. Twenty-one university deans/directors reported 83 FT positions currently unfilled or filled by part-timers. For CTC programs, the data are clearer: 16 CTC Deans/directors reported a total of 14 FT positions currently unfilled or filled by part time replacements.

To better understand the nurse educator vacancies, the data was further analyzed to show in which type of programs the vacancies are present. Both community and technical colleges and the four-year universities that offer graduate degrees have high numbers of unfilled positions. The community colleges are competing with clinical agencies such as hospitals for those with master’s degree preparation and clinical agencies pay much higher salaries. The universities offering graduate degrees are the largest programs in the state. Their high vacancy level may relate to the lack of nurses with desired doctoral credentials.

Unfilled Faculty Positions by Type of Institution Spring, 2017					
No. of Unfilled Positions	Proprietary, for-profit, or career college	Community or Tech. college	4-yr college or university that offers baccalaureate-level degrees	4-yr college or university that offers baccalaureate and graduate-level degrees	Overall Total Vacant Positions
0	1 program, 0 vacancies	7 programs 0 vacancies		4 programs, 0 vacancies	
1		8 programs, 8 vacancies	1 program, 1 vacancy	1 program, 1 vacancy	

Unfilled Faculty Positions by Type of Institution Spring, 2017					
2		2 programs, 4 vacancies	2 programs, 4 vacancies	4 programs, 8 vacancies	
3		3 programs, 9 vacancies		6 programs, 18 vacancies	
4		1 program, 4 vacancies		2 programs, 8 vacancies	
5				2 programs, 10 vacancies	
6				1 program, 6 vacancies	
8				1 program, 8 vacancies	
11				1 program, 11 vacancies	
Total Vacancies By Institution Type	0	23 vacancies	5 vacancies	70 vacancies	98 vacancies

For both CTC and Universities, recruiting for non-tenure track positions are the most difficult.

Both CTC and University faculty reported the following clinical areas most difficulty to recruit: Nursing Education, Critical Care, Maternal Child, Pediatrics/Neonatal and Psych/Mental health/substance abuse. Because many programs do not recruit for a narrow specialty area, the areas of difficult recruitment by specialty were grouped together into related specialties.

Practice Areas Most Difficult to Recruit		
Practice Area	CTC Deans/Directors	University Deans/Directors
<b>Adult Health/Family Health</b>		
Acute/Critical Care	13	21
Adult Health/Family Health	4	13
Medical Surgical	11	12
Oncology	1	3
Gerontology	3	6
Trauma	1	3
Palliative Care	3	1
Rehabilitation	1	3
Women's Health	6	3
<b>Total of Adult/Family Health Fields</b>	<b>43</b>	
<b>Community Health</b>		
Public Health	3	4
Home Health	3	2
Long Term Care	4	9
School Health	2	5
Community Health	4	7
Occupational Health	2	4
<b>Total of Community Health Fields</b>	<b>18</b>	
<b>Maternal/Child Health</b>	22	19
<b>Pediatrics/Neonatal</b>	17	22
<b>Psychiatric/Mental Health/Substance Abuse</b>	19	35
<b>Anesthesia</b>	1	2
<b>Education, Nursing</b>	23	17

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## Appendix A Race/Ethnicity Details in Survey

### ANSWER CHOICES

- ☐ BLACK/AFRICAN AMERICAN
- ☐ WHITE
- ASIAN (\* The following choices were combined in the category of Asian)
- ☐ Asian Indian
- ☐ Cambodian
- ☐ Chinese
- ☐ Filipino
- ☐ Hmong
- ☐ Indonesian

- ☐ Japanese
- ☐ Korean
- ☐ Laotian
- ☐ Malaysian
- ☐ Pakistani
- ☐ Singaporean
- ☐ Taiwanese
- ☐ Thai
- ☐ Vietnamese
- ☐ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (Native Hawaiian, Fijian, Guamanian or Chamorro, Mariana Islander, Melanesian, Micronesian, Samoan, Tongan, NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER)
- ☐ AMERICAN INDIAN OR ALASKAN NATIVE (Alaska Native, Chehalis, Colville, Cowlitz, Hoh, Jamestown, Kalispel, Lower Elwha, Lummi, Makah, Muckleshoot, Nisqually, Nooksack, Port Gamble Klallam, Puyallup, Quileute, Quinault, Samish, Sauk-Suiattle, Shoalwater, Skokomish, Snoqualmie, Spokane, Squaxin Island, Stillaguamish, Suquamish, Swinomish, Tulalip, Yakama, )
- ☐ HISPANIC OR LATINO (Cuban, Dominican, Spaniard, Puerto Rican, Mexican/Mexican American/Chicano, Central American, South American, Latin American)